HOW TO: MENTOR

A Guide to the University of Michigan Mentorship Program
Office of New Student Programs
2015
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About this Manual

This manual will come in handy throughout your peer mentor experience. Below are some examples of how & when to pull out your manual:

Training:
Information and activities throughout training will refer to pages in this manual.

Group organization:
Find suggested ways to approach your mentees and F/S, and plan group activities.

Peer core meetings:
Each month you will be required to submit a monthly group record. You will find these record templates in the manual.

Communication support:
Conversation and email tips are provided. Utilize these to make your group communications smoother and more purposeful.

Goal management:
You are responsible for your mentor experience. Set goals and revisit them often to ensure you accomplish your intentions as a mentor.

Resources:
Find an exhaustive list of campus resources to benefit your mentees (and yourself!). You don't need to have all the answers; but you can know where to go for help!
Provide incoming freshmen with an immediate connection to University of Michigan students who can offer advice and resources.

Nurture positive relationships between peer and faculty/staff co-mentors.

Create a supportive environment where advice and experiences can be shared comfortably.

Form groups that offer mentees one-on-one and group guidance with students and mentors that relate to their academic, professional, or social preferences.

Offer diverse activities, programs, and events that span a range of campus life.

Encourage positive leadership in mentors and mentees.

Build community with students between students and staff who possess a variety of academic and extracurricular interests.

Make the University of Michigan smaller by sharing campus and community resources with incoming freshmen.
Program Structure

Director of the Office of New Student Programs
Dr. Ann Hower

Associate Director of ONSP; Mentorship Program Director
Lydia Middleton

Communication Coordinators
Tiffany Wu
Stacy Lecznar
Sanjna Thaker
Sarah Court
Austin Raymond

Mentors
Peer Mentor
Faculty / Staff Mentor

Mentees
Mentee
Mentee
Mentee
Mentee
Mentee
Meet the 2015-2016 Staff

Lydia Middleton  
Mentorship Program Director  
Office of New Student Programs

Sanjna Thaker  
Communication Coordinator  
Psychology & Organizational Studies

Sarah Court  
Communication Coordinator  
Undecided

Austin Raymond  
Communication Coordinator  
Public Policy

Stacy Lecznar  
Communication Coordinator  
Psychology & Linguistics

Tiffany Wu  
Communication Coordinator  
Microbiology
Working with: Mentees
PM Role with your Mentees

1. Getting started

• Contact mentees before they arrive to campus
• Discover mentees’ concerns about moving to campus
• Share personal stories and advice from your move
• Brainstorm and poll mentees for semester activities and availability
• Discover mentees' personal interests and assist them in exploring those interests (majors, clubs, teams, etc.)
• Be a resource to your mentees. If you cannot answer their question, direct them to a campus resource, office, etc.
• Express your availability to help mentees whenever needed

2. Throughout the semester

• Co-plan activities with your F/S for your mentees
• Meet individually with mentees if preferred, or if private concerns to be addressed
• Encourage participation at Mentorship-wide events (and be sure to attend too!)
• Continually assist mentees in finding their niche on campus
• Communicate knowledge of campus activities and events that mentees may be interested in
• Report unresponsive mentees to your CC, but continue to reach out (individually, if needed)

DON’Ts

• Ignore signs if your mentees convey they may be struggling or need help (Reach out and direct to resources needed)
• Ignore signs if you are feeling overwhelmed (Contact your F/S, CC, or Lydia to balance responsibilities)
• Portray a negative attitude to your groups (Be honest about your experiences, but stay positive!)
• Overstep boundaries between being a mentor, and being a friend (Stay professional)
Communicating with your Mentees

1. Receive group information
   - Contact mentees individually ASAP
   - Sample welcome email on Page 9
   - Answer any questions / concerns they may have about campus life, moving into dorms, and getting settled during the first few days of college
   - Exchange phone numbers
   - Create a Facebook group. Encourage each mentee to post phone number and dorm location
   - Create email group including you, F/S, and mentees to share for ease of communication

2. First meeting
   Coordinate your first meeting prior to Kickoff
   See scheduling resources on page 20
   You may wish to meet each mentee individually prior to the first group meeting, this is up to you
   Conduct your first meeting in a location that is comfortable and convenient for everyone, such as the Union or a coffee shop
   Take your group on an informal campus tour to break the ice, and introduce them to their new community

3. Throughout the semester
   - Keep in contact with your mentees regularly
   - Send individual emails or text messages to check-in on mentee adjustments
   - Send group emails to remind of Mentorship-wide events, group activities, campus resources or events, and expressing your availability

Ensure contact information has been distributed between all group members (Including phone number and email address)
To aid in conversation, ask open-ended questions that cannot be answered with a simple ‘yes’ or ‘no.’ The idea is to get your group talking in order to feel comfortable with each other
Communicating with your Mentees

Below is a sample welcome email to send to each of your mentees once you receive your group information. The use of this template is not required, but can serve as a starting point to incorporate your unique personality and mentoring style.

In addition to the suggestions in this email, you may also consider explaining the Mentorship Program. This may include mentioning your F/S Mentor, a save-the-date for Kickoff, and example program (and individual) activities to get them excited. Finally, you may also ask them for their phone number, dorm name, and class schedule if needed.
If you choose to utilize social media communication in your group – whether it be creating a Facebook group, simply following each other on Twitter, or utilizing Facebook messaging as a means to stay in touch – social media can be tricky as a mentor. Remember, you are not only representing yourself, but the Mentorship program to your mentees. Below are a few tips to consider when using social media during your semester as a Peer Mentor. Find our social media information on Page 35!

**Posting**
- Use good judgement when posting personal information, photos, etc.
- Be conscious not only of what you post, but also what you share or retweet from other users.
- Is this appropriate for your mentees or F/S mentor to see?

**Privacy settings**
- Consider placing your mentees or F/S mentor on limited access to your profile. You may want to block your photos, or specific posts in order to remain professional.

**Expectations**
- In order to remain professional among both your mentees, and F/S mentor, consider discussing in-person some regulations to ensure everyone is on the same page.
Working with: Faculty / Staff Mentors
Introduction to the F/S Mentor Role

Who are F/S Mentors?
University faculty, graduate student instructors, administrators, and staff
- Hope to connect with students outside of the classroom
- F/S mentors range from being completely new to the program, to being involved in the program for 10+ years

What do F/S Mentors do?
- Provide mentees and PM with an immediate connection to university faculty and staff
- Refer students to campus and academic resources
- Share knowledge and experience about various professional career paths
- Be a source of academic and professional networking

Insight into the F/S perspective
- F/S fear a lack of communication and responsibility in the group
- F/S may have different approaches to the group - some may be initiators, while others may encourage you to take charge. Every group is different!
- F/S fear being disconnected from the mentees and PM
1. Getting started

- Show initiative with your F/S mentor by contacting them promptly upon receiving your group information.
- Set up an initial meeting prior to Kickoff.
- Communicate F/S expectations for the semester.
- Develop common goals for your group, activities, and communication.
- Discover their availability and time limitations in order to effectively coordinate group activities.

2. Throughout the semester

- Maintain regular communication by coordinating one-on-one meetings and corresponding via email.
- Be well-prepared for meetings with F/S.
- Consistently revisit goals from the beginning of the semester.
- Co-plan activities with your F/S for your mentees.
- Invite your F/S to all Mentorship events.
- Encourage F/S to communicate and meet individually with mentees.
- If you F/S becomes unresponsive, report to your CC, but continue to reach out.

DON'Ts

- Exclude your F/S or assume they may be unavailable in being involved in the group or attending events.
- Forget to check-in with your F/S on a regular basis.
- Be unresponsive to communications from your F/S.
- Set goals or expectations for your group without consulting your F/S.
Communicating with your F/S Mentor

1. Receive group information
   · Contact F/S ASAP
   · Sample welcome email on Page 15
   · Get to know your F/S personally and professionally
   · Create email group including you, F/S, and mentees to share for ease of communication

2. First meeting
   Coordinate your first meeting prior to Kickoff
   See scheduling resources on page 20
   Inform your F/S of your personal, academic, and professional goals (especially if it pertains to their work!)
   Establish goals for your FS / PM work balance, group activities, and communication
   Exchange availability for future group event scheduling

3. Throughout the semester
   · Keep in contact with your F/S regularly
   · Send individual emails to stay on the same page with your group’s plans, any mentee difficulties, etc.
   · Meet one-on-one regularly to revisit group goals and plan activities for your group
   · Remind your F/S of Mentorship-wide events and group activities

Communication Suggestions

Ensure contact information has been distributed between all group members (Including phone number and email address)
Be prepared and professional in all communications, meetings, etc. with F/S
Communicating with your F/S Mentor

Below is a sample welcome email to send to your F/S mentor once you receive your group information. The use of this template is not required, but can serve as a starting point to incorporate your unique personality to get to know your F/S. Be sure to remain professional in all correspondence with your F/S.

Dear [your F/S Mentor --using their professional title or Mr./Ms.],

My name is ________ and I am the Peer Mentor for our 2014 Mentorship group. I will be a _______ this year majoring in ________ and am considering a career in ________. Some other activities I am involved with on campus include__________. Last year I was a mentee/mentor in the University Mentorship program which was an extraordinary experience! (or—This is my first year involved with Mentorship and I am looking forward to a great experience). Some of the activities we planned/or that I am excited about are ___________. I thoroughly enjoy working with new students and hope to help them adjust to college life at the University of Michigan.

I will be moving back to Ann Arbor on ____ [date]. If your schedule would allow for us to meet before the Mentorship Kickoff, I would be interested in attending the Meet and Greet for mentors on 9/3. I am available at _______ that day. I would like to discuss our goals for this year and learn a bit more about each other. Also, I was hoping to invite our group for coffee before the Mentorship Kick-Off in September (mention date and time) and then we could walk to the event together. Would this be a possibility for you?

If you prefer phone or texting communication you can easily reach me at (xxx)xxx-xxxx.

I am looking forward to meeting you and all of our mentees. I hope to hear from you soon!

Sincerely,
[your name]
2014 Peer Mentor

Be sure to come prepared to your first meeting with your F/S. Brainstorm potential group activities, ask questions to establish group dynamic, and set goals for your group. Coordinate your co-mentor expectations to begin the semester strong!
How to: Mentor
The Peer Mentor Role

Expectations, Responsibilities, Duties, and Professional Standards

Peer Mentors are expected to provide direction and guidance to mentee groups. Critical to that success is the ability to work collaboratively and respectfully with all Faculty/Staff Mentors, mentees and Mentorship staff. Peer Mentors are expected to exhibit maturity of judgment, objectivity, integrity, and a willingness to follow objectives.

Peer Mentors must demonstrate respect, dignity, and courtesy at all times. Peer Mentors are expected to represent and share the best of the University of Michigan with their Mentorship groups. The University of Michigan is an institution that values diversity of thought and background, seeks to create a better world for all, and strives to be welcoming and inclusive of everyone with consideration and respect for others, including but not limited to race, ethnicity, gender, sexual orientation, ability, and religion.

Peer Mentors are expected to maintain professional and appropriate relationships with mentees, fellow Peer Mentors, Faculty/Staff Mentors, and Mentorship staff during the program. Peer Mentors must avoid even the appearance of a romantic and/or sexual relationship with mentees and Faculty/Staff Mentors. A romantic and/or sexual relationship between Peer Mentors and program participants is inappropriate and inconsistent with the nature of the Peer Mentor position. Such relationships/activities are grounds for immediate removal from the Mentorship program.

During the summer Peer Mentors are expected to contact their mentees and Faculty/Staff Co-Mentor at least once before classes begin in the Fall. Meeting your mentees and Faculty/Staff Co-Mentor prior to Kickoff is strongly encouraged. Please note: the mandatory Mentorship-wide events in September are the Mentorship Kick Off and Mentor Workshop. Dates and locations will be finalized over the summer and you will be notified accordingly.

Peers are also required to attend mandatory Peer Core and CC meetings on a monthly basis during the Fall term, and the first meeting will occur before the last week of September 2015. At core meetings, Peers are expected to turn in monthly progress reports detailing their mentorship group’s communications and activities, and participate in the discussion. Peers are to meet and communicate at least monthly with their Faculty/Staff Mentor to plan activities for their Mentorship group, include them in activities and group communication. Peer Mentors are additionally required to communicate with mentees at least twice per month via planned activities, telephone, or email. Peers are also expected to attend at least one Mentorship-sponsored activity per month, preferably with one or more members of his/her Mentorship group. Failure to notify Mentorship staff of any expected absences to staff-scheduled meetings or mandatory events will be cause for removal from the program. All Peer Mentors must be enrolled in classes during the Fall 2015 semester.
Mentorship will plan 2-3 program-wide events each month through December. Mentors are expected to attend at least one of these events per month. The events cover a variety of themes, including academic, social, and professional development. Below is the tentative calendar for these events to give you an idea of how the semester will be structured, and to allow you to begin planning other activities for your group.

**September**

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September 8th: Classes begin!
[Mentors Only] Meet & Greet
11am – 6pm
Pond Room | Michigan Union

September 10th: [Mentors Only] Workshops
5 – 8:30pm
Pendleton Room | Michigan Union

September 15th: Kickoff
5:30 -7:30pm
Biomedical Science Research Building
109 Zina Pitcher Place

**October**

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October 3rd: Cider Mill Trip
Three Cedars Farm
Bus to depart from Union at 11am
Bus to return to Union at 2:30pm

October 7th: [How Not to Waste] your First UM Summer
6 – 8pm
Room 1840 | School of Social Work

October 22nd: Stressbusters & Study Skills
6 – 9pm
Founder’s Room | Alumni Center
## November

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November events to come:

[Peer Mentors Only]
Communication Coordinator Mass Meeting TBD
Pizza Tasting TBD
Law & Medical School Tour TBD

## December

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December events to come:

Winterfest TBD
Exam Study Room Hatcher Graduate Library TBD
Planning group activities

Beyond attending a Mentorship-wide event once per month, PMs are required to collaborate on group activities with their F/S. Below is a guide to help you initiate planning your group activities.

1. Start early
   - Begin discussing activities that your group may be interested in, as well as preferred timing for activities early in September

2. Consider surveys
   - Doodle or Google forms can be great resources to utilize when gauging group interest

3. Schedule
   - Doodle and WhenIsGood are great resources to utilize to easily coordinate availability between your group

4. Reminders
   - Ensure to confirm the finalized date/time/location with all group members when activity has been decided
   - Send a reminder email or text 1 week out to ensure mentees and F/S have marked their calendar
   - Send a reminder email or text the day prior to reconfirm and express your enthusiasm to get together. Include any last minute details

5. Enjoy your activity
   - Have fun with your group!
   - This event may also be a great time to discuss upcoming Mentorship-wide events that your mentees may be interested in attending, in addition to future group activities
A Semester as a Peer Mentor

August
- Contact mentees and F/S upon receiving group information
- Answer any questions to ease mentee transition onto campus
- Discuss group goals, leadership styles, and communication with F/S

September
- Meet with group prior to Kickoff
- Exchange group contact information and availability
- Begin planning activities for semester

October
- Stay in touch with mentees and F/S via email, texting, etc.
- Address any concerns mentees may be facing with midterms
- Co-coordinate group activity with your F/S
- Attend program-wide Mentorship events

November
- Stay in touch with mentees and F/S via email, texting, etc.
- Co-coordinate group activity with F/S
- Attend program-wide Mentorship events

December
- Stay in touch with mentees and F/S via email, texting, etc.
- Address any concerns mentees may be facing with upcoming finals and break preparation
- Discuss preference of staying in touch next semester with mentees and F/S
- Attend program-wide Mentorship events
- Ensure you have spent your group’s $120 stipend
Resources
[Training]: Goal Setting

**Step 1: Write down your goal in as few words as possible.**

My goal is to: ____________________________________________

*Six Areas of College Life* Circle at least one to focus on...

- Family & Home
- Financial & Career
- Physical & Health
- Social & Cultural
- Spiritual & Ethical
- Mental & Educational

*Six Areas of Mentorship* Circle at least one to focus on...

- Group bonding
- FS involvement/inclusion
- Relationships development w/ mentees
- Event Planning
- Mentee adjustment
- Group communication

**Step 2: Make your goal detailed and SPECIFIC.** Answer who/what/where/when/how

_________________________________________________________________________

_________________________________________________________________________

**HOW will you reach this goal? List at least 3 action steps you’ll take (be specific):**

1. ____________________________________________

2. ____________________________________________

3. ____________________________________________

**Step 3: Make your goal MEASURABLE.** Add details, measurements, and tracking details.

I will measure/track my goal by using the following numbers or methods:

_________________________________________________________________________

I will know I’ve reached my goal when:

_________________________________________________________________________
Step 4: Make your goal ATTAINABLE. What additional resources do you need for success?

Items I need to achieve this goal: __________________________________________

How I’ll find/make the time: __________________________________________

Things I need to learn more about: ______________________________________

People I can talk to for support: ________________________________________

Step 5: Make your goal RELEVANT. List why you want to reach this goal or why it’s important:

Step 6: Make your goal TIMELY. Put a deadline on your goal and set some benchmarks.

My halfway measurement will be ________________ on (date) __/__/__.

Additional dates and milestones I’ll aim for:
[Training]: Scenarios

Below are scenarios that you may encounter as a PM. During training, gain insight from fellow mentors and your CC to discuss the best ways to approach the scenario.

Scenario 1
When you first get together with your mentees, you ask each of them why they joined Mentorship so that you can tailor their experience with the program to their goals/needs. Two of your three mentees respond that their parents forced them to join and that they don't think they need a mentor. You try to reassure them that freshmen join Mentorship for a variety of reasons and that there are many different ways to be involved as a mentee. Still, they insist that they don't need to be involved and don't really need anything from you or your Faculty/Staff mentor. Meanwhile, the third mentee in your group tells you later that she felt really uncomfortable during the conversation, because she signed up for Mentorship to make friends with her group-mates and to have mentors to help guide her through her difficult transition into Freshmen year.

Scenario 2
You meet your mentees at Kickoff and you, your F/S mentor, and mentees get along well. You are excited about your new positive relationships with your group and e-mail out a Doodle poll to plan your first event together. Disappointingly, only half of your mentees reply. You e-mail them again encouraging them to fill out the Doodle, but still don't get a response. You bring up that you hadn't heard back from them at the next Mentorship-wide event, and the mentees explain they don't really use their e-mail very much.

Scenario 3
When you first meet the other Peer Mentors in your peer core you realize that many of them have met before and are friends. It seems fine at first but as the semester goes on they plan activities together without telling other mentors in your peer core. Your mentees hear about some of the activities that they missed out on and wish they could have been included.

Scenario 4
Your F/S Mentor has been in the program for many years and is really involved with the mentees. She emails the mentees daily and you worry that the emailing is becoming overwhelming for the mentees. Your mentees stop responding to the emails and they don't show up to as many events.

Scenario 5
When you get together as a group for the first time, your F/S mentor and one of your mentees really hit it off. This seems great, but during the next events you meet as a big group, your F/S mentor seems to only make conversation with this one mentee, leaving out the other mentees in the group. You bring this up to your F/S mentor, but she doesn’t see it as a problem, and says she just doesn’t connect with the other mentees.
**Scenario 6**
Things were going great with your Mentorship group when you started the year. Your mentees seemed really energetic and involved. As the weeks go on, however, you notice one of your mentees has become very unresponsive to group activities. You find he makes many excuses to meet as a group, but is willing to meet individually. So, the two of you grab coffee. When you ask him how things are and why he has not been able to join in any group activities lately, he confides in you that one of the other mentees makes him very uncomfortable. How do you respond?

**Scenario 7**
Your F/S co-mentor is wonderful, and you both get along very well. Since you’ve been grabbing coffee together at least once a month, you have developed a strong relationship. But, the F/S mentor lives quite a distance from campus, and, as a result she is often unavailable to participate in activities in the evening—the time when mentees are most available. Due to her inability to attend group events that you have planned for the mentees, she has not been able to establish a close relationship with the mentees, which is disappointing for both the F/S and the mentees. How can you help your F/S develop close relationships with the mentees despite her time constraints?

**Scenario 8**
You create a Facebook group as a way to encourage communication between you, your co F/S mentor, and your mentees. A member of your group is sharing very personal information over Facebook, and it shows up on other members’ newsfeeds. As the semester progresses, some mentees become increasingly disengaged due to the nature of these personal posts, and no longer feel comfortable interacting with the group when this particular group member is present. How would you address this issue, and what guidelines should you set before connecting with your group over social media?

**Scenario 9**
Your F/S mentor has been a part of Mentorship for years and is very involved and excited about the events in the program. Although very welcoming and friendly, your mentees don’t like involving your F/S in events as they thing the mentor is too old and isn’t up to date with the current interests of young adults. You don’t want to leave anyone out, but you also think that your mentees would stop coming to planned events once they find out the F/S mentor would be there.

**Scenario 10**
You meet your group at Kickoff and everyone is enthusiastic about getting involved for the semester. You plan a couple get-togethers in September and there was a good turnout. Once October hit, you get really overwhelmed between midterms, papers and other assignments, and your Mentorship group falls to the back-burner. You forget to check in with your mentees or your F/S for a span of 2-3 weeks. Once you have completed your mass of midterm work, you are unsure of how to proceed because of being MIA for so long.
[Training]: Mentor the Mentors

Returning Peer Mentors hold a great deal of knowledge from their years as a mentor. New Peer Mentors will have the opportunity to ask returning mentors for advice for their first experience as a mentor. Below are some suggested questions that you may want answered as you endeavor into the mentor position.

Why did you want to become a mentor?
How long have you been a mentor?
What were you most nervous about when you became a mentor?
What advice do you have for a new mentor?
What was your best experience in Mentorship?
What are common problems that mentors face?
What is a typical week like for a mentor?
How do you effectively balance your time between school and Mentorship?
How do you effectively communicate with your F/S Mentor?
With your mentees?
What are some activities you planned for your group?
Have you ever coordinated a joint activity with another group?
What is your relationship like with your CC?
What is a Peer Core group?
How do Peer Core meetings work?

The questions above are not just reserved for this training activity. New PMs can also feel free to ask returning mentors these questions during any Mentorship-wide event or during their monthly peer core meetings.
The Mentor of the Year (MOTY) award is given to an exceptional Peer Mentor and an exceptional F/S Mentor. MOTY are nominated by their Communication Coordinators based on their level of commitment, engagement, and passion for Mentorship, as evidenced in monthly group records, meetings, and events. Each MOTY receives a special certificate and gift from the Mentorship staff.

2015 Mentors of the Year:
F/S Mentor, Pete Batra & Peer Mentor, Stacy Lecznar

Being named a MOTY is incredibly rewarding, and will make you stand out, not only on your resume, but if you choose to apply to be a Communication Coordinator for Mentorship. If you hope to be nominated, the following list of qualities are common in our MOTY’s: Consistent contact with mentees, significant activities and in-person interaction with mentees, enriching mentees; understanding of culture, the arts, current events, and campus resources, and overall positive impact on mentee’s University of Michigan experiences.
Sometimes the best advice comes from your fellow Peer Mentors! Below are the highlights, spoken by YOU during Peer Mentor interviews.

Best resources on campus
• Counseling and Psychological Services (CAPS)
• Maize Pages: Database of on-campus student organizations
• Professor’s office hours
• Residential advisors
• Reference Letter Service (Note: this is through the Career Center)
• Center for Global & Intercultural Study / The International Center: Study abroad opportunities
• Festifall
• Newnan Center for Academic Advising
• Email listservs: Find out about on-campus performances and productions
• MathLab / Science Learning Center: Study groups and tutoring

Ideas for Group Activities
• Cook together
• Watch a movie at a mentor’s house or apartment
• Apple orchard
• Farmers’ Market
• Zingerman’s
• Planetarium (Note: Inside the Ruthven Museum)
• Pre-midterm or Pre-final study group
• Ice-skating at Yost
• Movie at the Michigan Theatre
• Trip to Detroit - Visit the Detroit Institute of Art
• Paintball
• Lazer tag at Zap Zone
• Rock-climbing at MRock (Note: at the IM Building)
• Meijer trip for school / dorm items or winter weather preparation

For a complete list of campus and academic resources, see page 31. Also, be sure to utilize your monthly Peer Core meetings to generate more ideas and feedback from your fellow Peer Mentors.
Reimbursements are provided for activities that your group participates in that are not planned by Mentorship staff (for example, your own scheduled gatherings for meals or events) for which group members have paid themselves. Each Mentorship group will receive up to $120 in reimbursements to cover expenses. Only reimbursements will be given (no money will be given up front).

Important Information:
- Each mentor group (comprising of one peer, one faculty or staff and their assigned mentees), not each individual within the group, is eligible for an $120 reimbursement.
- We recommend that Peer and F/S Mentors communicate with one another before money is spent on behalf of the group and a reimbursement is needed. Reimbursements to a single group will not exceed $120. Most Faculty/Staff Mentors and peers spend the combined total over the semester and are reimbursed separately.
- You may call the office to request your balance at any time during business hours.
- Peer Mentors cannot submit reimbursements for Faculty/Staff, there is a separate process for F/S.

IMPORTANT: Receipts and reimbursement forms MUST be submitted within 45 days of the purchase.

In order to be reimbursed, Peer Mentors MUST do the following:
- Come to the Mentorship office (1100 LSA) and complete a travel and expense report form provided by the front desk staff.
- Bring itemized receipts reflecting all related purchases and your UMID#. A Mentorship staff member will assist you in filling out the form, which you must sign.
- If you do not receive direct deposit from a current UM employer, a check will be mailed to the address you provide on the form. If you do receive direct deposit, the money will be deposited directly to that bank account.
- Forms must be complete and legible. Reimbursements cannot be made without itemized receipts or a credit card printout of expenditures. Reimbursements cannot be made without a signature, UMID#, event attendees and description of the item(s) purchased. The form is double sided, be sure all relevant fields are completed.
- Amount cannot exceed $120, unless otherwise specified by Mentorship staff.

In order to be reimbursed, Faculty/Staff Mentors (non-student) MUST:
- Complete the process using the Concur system and should contact Lydia Middleton for information.
- Make sure to retain all receipts.
- Must process reimbursement within 40 days of purchase.

Please Note:
- Reimbursements can take up to 4 weeks; Mentorship must campus mail signed and completed forms to Payroll (Wolverine Tower) for processing.

To find out the status of your reimbursement:
You may contact Payroll directly to check on the status of your reimbursement at any time at (734) 764-8212 by providing your name and UMID.
[Support]: Campus Resources

Alumni Center
200 Fletcher St., 734.764.0384; http://alumni.umich.edu/
Services for students include: free Blue Books, seminars, and job/internship search help.

Athletic Information
647-BLUE; http://www.mgobase.com
Provides information about athletic schedules, promotions, tickets, and more.

Campus Information Center (CIC)
First Floor, Michigan Union and Lobby of Pierpont Commons, 764-INFO
http://www.umich.edu/info
As the University of Michigan’s comprehensive information source, CIC’s students employees answer questions from anyone about U of M offices, resources, services, facilities, and events.

The Career Center
3200 Student Activities Building 764-7460; http://www.careercenter.umich.edu
Assists students in finding internships, student organizations, and jobs that can best prepare them for the ultimate career. Check out the Career Center website, meet with a Career Counselor, use resources in their library, or participate in seminars and workshops

Central Student Government (CSG)
3909 Michigan Union, 763-3241; http://www.csg.umich.edu/
The CSG represents students from every school and college as the official student voice. CSG is also responsible for registering and recognizing over 1000 student organizations on campus.

Ginsberg Center for Community Service and Learning
1024 Hill Street, 647-7402
http://www.umich.edu/~mserve/
The Ginsberg Center offers several opportunities to learn while serving in the community. Visit the website for more information!

Housing Office
1500 Student Activities Building, (734) 647-3048
http://www.housing.umich.edu/

MCARD Office
100 Student Activities Building, (734) 936-2273
http://www.mcard.umich.edu/
Go here to renew your MCARD, or replace a lost or malfunctioning card.

Residence Hall Association (RHA)
G103 S. Quad, 763-3497
http://www.rha.umich.edu
RHA student gov. serves and represents the needs of almost 10,000 students living in the Res. Halls.

SAFE House
995-5444
http://www.safehouse.org
Michigan Musical Society
Burton Memorial Tower 881 North University Avenue, 734-764-2538
http://www.ums.org/
Attend shows in Music, Dance, and Theater. They have over 60 performances and 100 free educational activities each year!

Michigan Union Ticket Office (MUTO)
Basement of Michigan Union, 734-763-TKTS
http://www.umich.edu/~muto/
MUTO sells tickets to almost all events on campus, from the IASA show and Greek Week events, to popular concerts at local venues. Check out their website for an update list of upcoming events!

Multi-Ethnic Student Affairs (MESA)
2202 Michigan Union, 763-9044
William Monroe Trotter House Multicultural Center, 998-7037
http://www.mesa.umich.edu
The Office of Multi-Ethnic Student Affairs and the William Monroe Trotter Multicultural Center offer programs and services that foster an environment where students of color can prosper academically and socially.

Office of Academic and Multicultural Initiatives (OAMI)
3009 Student Activities Bldg, 936-1055
http://www.umich.edu/~oami/
OAMI offers a variety of programs designed to enhance and expand educational opportunities for students at U of M who have a commitment to diversity in an academic environment.

Office of Greek Life
4115 Michigan Union, 936-3686
http://www.umich.edu/~greeks/
Greek Life has been a part of student life at the University since 1845. Visit the website to learn more!

Office of Institutional Equity
7072 Administrative Services Building, 763-0235
http://www.umich.edu/~hraa/oie
Provides leadership and support on matters relating to equity, diversity, respect and inclusiveness for all members of the UM community.

Office of Lesbian, Gay, Bisexual & Transgender Affairs (LGBTA)
Spectrum Center
3200 Michigan Union, 763-4186
http://www.umich.edu/~lgbta/
Works to create a safe and inclusive environment for lesbian, gay, bisexual and transgender students, faculty and staff.

Sexual Assault Prevention Awareness Center (SAPAC)
715 N. University ste. 202, 998-9368
http://www.umich.edu/~sapac/
The SAPAC provides education, crisis intervention, advocacy, and activism on issues of sexual assault, relationship violence, stalking, and harassment in the University community.
Office of the Ombudsman
6015 Fleming, 763-3545
http://www.umich.edu/~ombuds/
Where students have significant disputes with part of the University can discuss their thoughts in a safe, confidential environment.

Program on Intergroup Relations (IGR)
3000 Michigan Union, 734 936-1875
http://www.igr.umich.edu
A social justice education program that works to proactively promote an understanding of intergroup relations inside and outside of the classroom, offering multidisciplinary courses and dialogues.

REC Sports (IM, CCRB, NCRB)
734 763-0050
http://www.recsports.umich.edu/
Information on all of the Rec centers and their hours, as well as information on IM & Club sports and Outdoor Adventure.

Student Activities and Leadership (SAL)
2205 Michigan Union, 763-5900
http://www.umich.edu/~salead/
SAL facilitates leadership and organizational development through consultations, workshops, conferences, retreats, and a comprehensive leadership development model.

Services for Students with Disabilities (SSD)
G664 Haven Hall, 763-3000
http://www.umich.edu/~sswd/
Provides services to students with visual, mobility, or hearing impairments, learning disabilities, and mental or chronic health conditions.

University Health Services (UHS)
207 Fletcher, 764-8320, 764-8325
Http://www.uhs.umich.edu
UHS is an outpatient clinic, located on central campus. UHS offers primary healthy care, gynecology, contraception, allergy treatment, nutrition clinic, testing for STD/HIV and much more. Many services are included in student tuition.

Mental Health
http://www.umich.edu/~mhealth/
Anyone who is concerned about him/herself or another should not hesitate to talk to someone. Some of the many mental health resources offered at U of M include:

Counseling and Psychological Services (CAPS)
3100 Michigan Union, 764-8312
http://www.umich.edu/~caps/

Campus Mind Works
www.campusmindworks.org
A website designed to support U-M students who have been diagnosed with an ongoing mental health disorder. The site provides information and resources to help students manage their illness and get the most out of their college experience.
[Support]: Academic Resources

Engineering Department Advising
230 Chrysler Center, (734) 647-7106
http://www.engin.umich.edu/

English Language Institute (ELI)
500 E. Washington St., 764-2413
http://www.lsa.umich.edu/eli/
Provides resources and courses for students whose native language is not English.

Language Resource Center (LRC)
2018 Modern Languages Building, 764-0424
http://www.umich.edu/~langres/index.html
Space is available for language students to work individually, in small groups, or with their classes using a wide variety of audio, video, and computer materials.

LSA Academic Advising
1255 Angell Hall, (734) 764-0332
http://www.lsa.umich.edu/advising

LSA Peer Academic Advising
G150 Angell Hall, 763-1553
http://www.umich.edu/~paao/
Provides peer counseling, a file of catalogues of scholarships, law, medical and graduate schools, helps with scheduling and evaluations of teachers and classes, and houses an exam file.

Mathematics Laboratory (Math Lab)
B860 East Hall
http://www.math.lsa.umich.edu/undergrad/mathlab/
Free walk-in tutoring service for mathematics courses.

Center for Global and Intercultural Study (CGIS)
1712 Chemistry Building, 764-4311
http://www.lsa.umich.edu/cgis/
Provides information and academic advising to all University students regarding UM study abroad programs, study abroad programs sponsored by other universities, and direct enrollment at foreign institutions.

Sweetland Writing Center
1139 Angell Hall, 764-0429
http://www.lsa.umich.edu/swc
The Sweetland Writing Center offers free, half-hour consultations to undergraduates who wish to work on their writing in a one-one-one setting.
[Support]: Mentorship on Social Media

Follow Mentorship on social media to receive updates regarding on-campus events, reminders for Mentorship-wide events, and other resources for your mentees.
[Support]: Troubles or Concerns

Throughout the semester, you may face difficulties from your F/S or a mentee, group retention, group communication, or planning activities. Know that you are never alone to tackle these issues. If you begin to have troubles, here is how to troubleshoot the situation.

**Difficulties with F/S or a mentee:**

1. Discuss the topic at your monthly Peer Core meeting to bring it to the attention of your CC.
2. Reach out individually to address concerns. Attempt to plan a one-on-one get together.
3. Keep your CC informed of any progress. If the group member continues to be unresponsive, your CC will forward the issue to Lydia, Mentorship Program Director.

**Communication techniques or planning events:**

1. Converse with your F/S regarding potential approaches to tackle the predicament.
2. Bring up your difficulties at your monthly Peer Core meeting.
3. Take notes on insight and advice from your fellow PMs Pand CC.
The F/S Mentor Action Plan is designed to get you and your F/S talking at your first meeting. Complete this record during the Meet & Greet event in September, sign, and return to your CC at your September Peer Core meeting.

Peer Mentor Name:    F/S Mentor Name:
Position:            Position:
Department:          Department:
E-mail:              E-mail:
Phone Number:        Phone Number:

Why did they joined the Mentorship Program?

Mentorship events they want to attend:

How do they want your group to plan activities?
What and when?

How do they want to be contacted? (Email/Phone)

How often do they prefer to be contacted?

As a 2015 Peer Mentor, I acknowledge the truth of these statements and promise to follow the communication agreements formed by myself and my Faculty/Staff Mentor in this Action Plan.

_________________________  ______________________
Print Name                Signature                     Date

_____________________________________________________
Faculty/Staff Mentor Signature

Date
Group record sheets offer a monthly snapshot of your group’s success. These records guide the Peer Core meeting discussion, and allow for the Mentorship staff to track participants’ needs, experiences and feedback. Group records contribute to the overall success of the Mentorship program!

What are group records?

Group records require the peer mentor to answer a series of questions, while allowing them to think critically about their group, the program, and their mentoring experience.

Group record topics vary each month to correspond with the development of your group, and the program.

When do I use group records?

Peer Mentors complete these records prior to their monthly peer core meeting.

Group records must be submitted in print or emailed to the peer mentor’s communication coordinator by the meeting.

Where can I find group records?

Group records for each month can be found starting on page 39.

Group records are also available online at: onsp.umich.edu/mentorship/mentors/peers
University Mentorship Program

REQUIRED: September 2015 Group Record

Instructions: Please fill out this form and bring it to your September Peer Core Meeting! Use the back of this sheet as necessary and be sure to number questions accordingly. Forms also located at http://onsp.umich.edu/current_students/mentorship/resources.html

Peer Mentor ________________________ F/S ________________________ CC __________________________

Mentees (indicate if each mentee is active/inactive): ____________________________

---

September in Review:

**Mentorship Planned Events:**
Which Mentorship-wide activities/events have you and your group members attended so far?

Feedback: (How was the event? Did mentees enjoy it? Any recommendations? Etc.)

---

**Individually Planned Events:**
What individual activities has your group planned?

Feedback: (How did the event turn out? How did mentees perceive the event? Would you do it again? How might you improve it? Etc.)

---

What events are you planning (or hoping to plan) for October?
Reflection:

Dynamic:
How are your relationships with your mentees? Any concerns? How might they improve?

How is your relationship with your Faculty/Staff Mentor? Any concerns? How might it improve?

How are the relationships between your Faculty/Staff Mentor and your group? How might they improve?

Group Facilitation:
What has been your biggest challenge as a Peer Mentor thus far?

How have you helped your mentees adjust thus far? Please consider your mentees individually. Use the back of this sheet if needed.

What might they need from you in the upcoming months? Please consider your mentees individually. Use the back of this sheet if needed.

Feedback:
What campus/Ann Arbor activities/groups are you involved in that Mentorship could publicize in the monthly newsletters?

What is the Mentorship Program doing well? What can we do better? Help us improve the program!
University Mentorship Program
REQUIRED: October 2015 Group Record

Instructions: Please fill out this form and bring it to your September Peer Core Meeting! Use the back of this sheet as necessary and be sure to number questions accordingly. Forms also located at http://onsp.umich.edu/current_students/mentorship/resources.html

Peer Mentor ________________________ F/S ________________________ CC ________________________
Mentees (indicate if each mentee is active/inactive): ____________________________________________
________________________________________________________________________________________

October in Review:

Mentorship Planned Events:
Which Mentorship-wide activities/events have you and your group members attended in October?

Feedback: (How was the event? Did mentees enjoy it? Any recommendations? Etc.)

Individually Planned Events:
What individual activities have your group planned?

Feedback: (How did the event turn out? How did mentees perceive the event? Would you do it again? How might you improve it? Etc.)

What events are you planning (or hoping to plan) for November?

Reflection:

Dynamic:
How has communication developed within your group?
How have the relationships within your group changed? (Include yourself as PM, mentees and F/S.)

What challenges are you facing now as a mentor? How can your CC or F/S mentor help?

How are you combating the mid-semester slump, if applicable? How did your mentees deal with midterms? How did you assist them?

**Feedback:**

What campus/Ann Arbor activities/groups are you involved in that Mentorship could publicize in the monthly newsletters?

What is the Mentorship Program doing well? What can we do better? Help us improve the program!
**November in Review:**

**Mentorship Planned Events:**
Which Mentorship-wide activities/events have you and your group members attended in November?

Feedback: (How was the event? Did mentees enjoy it? Any recommendations? Etc.)

Are you planning on attending Winterfest or group activities? What are your group plans?

**Individually Planned Events:**
What individual activities has your group planned?

Feedback: (How did the event turn out? How did mentees perceive the event? Would you do it again? How might you improve it? Etc.)

Are there any events you would still like to plan after the program concludes?
## Reflection:

How have you helped your mentees this semester? Please consider each mentee in your response. Use the back of this sheet to respond, if necessary.

What do you wish you had done differently this semester? What would you do again?

Thinking about the Future: How do you plan to maintain these relationships next semester and in the future?

How would you describe your overall experience with your faculty/staff mentor? What worked and what were your challenges?

## Feedback:

Are you interested in being a Peer Mentor next year?

Any further suggestions for the program?

What advice would you give to future mentors?
# Group Management: Core Group Directory

## Austin’s Peer Core

<table>
<thead>
<tr>
<th>Name</th>
<th>Year</th>
<th>Major</th>
<th>Status</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Austin Raymond</td>
<td>Junior</td>
<td>Public Policy</td>
<td>Communications Coordinator</td>
<td><a href="mailto:amraym@umich.edu">amraym@umich.edu</a></td>
</tr>
<tr>
<td>Samantha Dean</td>
<td>Sophomore</td>
<td>Biopsychology, Cognition, &amp; Neuroscience</td>
<td>New Peer Mentor</td>
<td><a href="mailto:spdean@umich.edu">spdean@umich.edu</a></td>
</tr>
<tr>
<td>Lainey Segel</td>
<td>Freshman</td>
<td>Political Science; Communication Studies</td>
<td>New Peer Mentor</td>
<td><a href="mailto:ewsegel@umich.edu">ewsegel@umich.edu</a></td>
</tr>
<tr>
<td>Bridget Higgins</td>
<td>Freshman</td>
<td>Pre-Dental</td>
<td>New Peer Mentor</td>
<td><a href="mailto:bhiggy@umich.edu">bhiggy@umich.edu</a></td>
</tr>
<tr>
<td>Shayan Golafshani</td>
<td>Freshman</td>
<td>Undecided</td>
<td>New Peer Mentor</td>
<td><a href="mailto:shayang@umich.edu">shayang@umich.edu</a></td>
</tr>
<tr>
<td>Robert Bilsky</td>
<td>Freshman</td>
<td>Pre-Med</td>
<td>New Peer Mentor</td>
<td><a href="mailto:rbbilsky@umich.edu">rbbilsky@umich.edu</a></td>
</tr>
<tr>
<td>Sydney Rosenblum</td>
<td>Sophomore</td>
<td>Undecided</td>
<td>Returning Peer Mentor</td>
<td><a href="mailto:sydneyir@umich.edu">sydneyir@umich.edu</a></td>
</tr>
</tbody>
</table>

## Sanjna’s Peer Core

<table>
<thead>
<tr>
<th>Name</th>
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</thead>
<tbody>
<tr>
<td>Sanjna Thaker</td>
<td>Sophomore</td>
<td>Psychology; Organizational Studies</td>
<td>Communications Coordinator</td>
<td><a href="mailto:sanjnat@umich.edu">sanjnat@umich.edu</a></td>
</tr>
<tr>
<td>Bing Sun (Sunny)</td>
<td>Junior</td>
<td>Political Science; Applied Statistics</td>
<td>Returning Peer Mentor</td>
<td><a href="mailto:bingsun@umich.edu">bingsun@umich.edu</a></td>
</tr>
<tr>
<td>Wynona Bautista</td>
<td>Freshman</td>
<td>Pre-Med</td>
<td>New Peer Mentor</td>
<td><a href="mailto:wynonab@umich.edu">wynonab@umich.edu</a></td>
</tr>
<tr>
<td>Meng Sang</td>
<td>Freshman</td>
<td>Mathematics</td>
<td>New Peer Mentor</td>
<td><a href="mailto:sangm@umich.edu">sangm@umich.edu</a></td>
</tr>
<tr>
<td>Noor Sulieman</td>
<td>Freshman</td>
<td>Biochemistry</td>
<td>New Peer Mentor</td>
<td><a href="mailto:nsuliema@umich.edu">nsuliema@umich.edu</a></td>
</tr>
<tr>
<td>Nicholas Fadanelli</td>
<td>Freshman</td>
<td>Cell/Molecular Biology</td>
<td>New Peer Mentor</td>
<td><a href="mailto:nfadanel@umich.edu">nfadanel@umich.edu</a></td>
</tr>
<tr>
<td>Grace Kirkley</td>
<td>Junior</td>
<td>Psychology; History</td>
<td>Returning Peer Mentor</td>
<td><a href="mailto:gkirkley@umich.edu">gkirkley@umich.edu</a></td>
</tr>
</tbody>
</table>
### Sarah’s Peer Core

<table>
<thead>
<tr>
<th>Name</th>
<th>Year</th>
<th>Major</th>
<th>Status</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sarah Court</td>
<td>Sophomore</td>
<td>Undecided</td>
<td>Communications Coordinator</td>
<td><a href="mailto:scourt@umich.edu">scourt@umich.edu</a></td>
</tr>
<tr>
<td>Amanda Hampton</td>
<td>Sophomore</td>
<td>Public Policy</td>
<td>New Peer Mentor</td>
<td><a href="mailto:aleighha@umich.edu">aleighha@umich.edu</a></td>
</tr>
<tr>
<td>Megan Sutton</td>
<td>Junior</td>
<td>Economics</td>
<td>Returning Peer Mentor</td>
<td><a href="mailto:mcsutton@umich.edu">mcsutton@umich.edu</a></td>
</tr>
<tr>
<td>Nicole McAlvanah</td>
<td>Freshman</td>
<td>Undecided</td>
<td>New Peer Mentor</td>
<td><a href="mailto:nmcalvan@umich.edu">nmcalvan@umich.edu</a></td>
</tr>
<tr>
<td>Veronica Day</td>
<td>Freshman</td>
<td>English</td>
<td>New Peer Mentor</td>
<td><a href="mailto:vcday@umich.edu">vcday@umich.edu</a></td>
</tr>
<tr>
<td>Christine Schafer</td>
<td>Freshman</td>
<td>Neuroscience</td>
<td>New Peer Mentor</td>
<td><a href="mailto:clschaf@umich.edu">clschaf@umich.edu</a></td>
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<tr>
<td>Jacqueline Emmons</td>
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<td><a href="mailto:jemmons@umich.edu">jemmons@umich.edu</a></td>
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### Stacy’s Peer Core

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<tr>
<th>Name</th>
<th>Year</th>
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<tr>
<td>Stacy Lecznar</td>
<td>Junior</td>
<td>Psychology; Linguistics</td>
<td>Communications Coordinator</td>
<td><a href="mailto:slecznar@umich.edu">slecznar@umich.edu</a></td>
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<tr>
<td>Sarah Musson</td>
<td>Freshman</td>
<td>Psychology; Spanish</td>
<td>New Peer Mentor</td>
<td><a href="mailto:smusson@umich.edu">smusson@umich.edu</a></td>
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<td>Alisha Agdorny</td>
<td>Freshman</td>
<td>Biology</td>
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<tr>
<td>Matthew Bozzo</td>
<td>Sophomore</td>
<td>Nursing</td>
<td>New Peer Mentor</td>
<td><a href="mailto:mattbozz@umich.edu">mattbozz@umich.edu</a></td>
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<tr>
<td>Chloe Hurley</td>
<td>Junior</td>
<td>Neuroscience</td>
<td>New Peer Mentor</td>
<td><a href="mailto:cmhurley@umich.edu">cmhurley@umich.edu</a></td>
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<tr>
<td>Zane Dunnings</td>
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<td><a href="mailto:zldunn@umich.edu">zldunn@umich.edu</a></td>
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<tr>
<td>Katie Dalman</td>
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<td><a href="mailto:kmdalman@umich.edu">kmdalman@umich.edu</a></td>
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### Tiffany’s Peer Core

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<tr>
<td>Tiffany Wu</td>
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<td>Communications Coordinator</td>
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<tr>
<td>Bavica Gummadi</td>
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<td><a href="mailto:bgummadi@umich.edu">bgummadi@umich.edu</a></td>
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<td>Nolan Kavanagh</td>
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<td><a href="mailto:nolankav@umich.edu">nolankav@umich.edu</a></td>
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<tr>
<td>Yimei Zhang</td>
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<tr>
<td>Chris Gidley</td>
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<td><a href="mailto:cggidley@umich.edu">cggidley@umich.edu</a></td>
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<tr>
<td>Syeda Maisa</td>
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<td><a href="mailto:smaisa@umich.edu">smaisa@umich.edu</a></td>
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<tr>
<td>Rachel Metzger</td>
<td>Freshman</td>
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<tr>
<td>Afreen Qadeer</td>
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<td>Cell/Molecular Biology</td>
<td>New Peer Mentor</td>
<td><a href="mailto:aqadeer@umich.edu">aqadeer@umich.edu</a></td>
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